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AUTHOR	Fiedler, Judith
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ABSTRACT

Placement Center clients (N=635) were interviewed during winter and spring quarters, 1978, as a part of the regular series of student affairs surveys at the University of Washington. Results indicated: (1) general satisfaction with the Placement Center; (2) disproportionate use of the Center by education, business administration, and engineering (as opposed to liberal arts) majors; and (3) a tendency for many students to wait until late in their educational careers to seek assistance. Opinions on the Placement Center did not appear to be systematically differentiated by class, college major, or ethnic status. Although this document is geographically specific, the appendices contain client survey instruments which have a broad range of potential uses. (Author)

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78-22

UW Placement Center Utilization: Evaluation of Services for Students and Alumni

Judith Fiedler

As part of the regular series of Student Affairs Surveys conducted at the UW, 635 Placement Center clients were interviewed during Winter and Spring Quarters, 1978. The survey's results indicated general satisfaction with the Center's services, along with some recommendations for improvements in facilities and operations. Utilization of the various services was disproportionately distributed among segments of the University population, showing a strong concentration of clients in Business Administration, Education and Engineering. Students in general wait until late in their educational careers to seek assistance, and may have unrealistic expectations of the Center's capabilities. Opinions on the Placement Center do not appear to be systematically differentiated by class, college, or ethnic status.

Educational Assessment Center Project Number: 593

Educational Assessment Center Report Number: 78-22

CG 013232

Introduction

The Placement Center at the University of Washington offers career guidance, counseling, employment information, and referral services to students and alumni. In this study, sponsored by the UW Office of Student Affairs as one of its Quarterly Student Surveys, the Educational Assessment Center (EAC) investigated questions of utilization and satisfaction with Placement Center operations, in Winter and Spring Quarters, 1978.

Methodology

The survey was conducted by personal interviews with a randomly selected sample of Placement Center clients, during its regular hours of operation, on days scheduled to sample the full range of its services. The study was conducted on January 3 to 6, 12 and 13, and 23 to 27, and April 3 to 7, 1978. Nine student interviewers on the EAC staff conducted interviews with 635 clients. The data collection instruments, and the instructions for their use, appear as Appendices A, B, and C. For the most part, questions asked of students entering and leaving were similar, with the exception of inquiries on services used and satisfaction referring to the immediate visit asked of those who left.

This report presents the results of the survey. In addition to the questionnaire responses shown in the figures and tables, Appendix D presents a selection of the verbatim comments volunteered by the respondents. The form of the questions in these instances encouraged negative comments, as an aid to identification of difficulties. It is significant, however, that many of these complaints address problems outside of the Center's operations and facilities, and that numerous positive evaluations were also offered. In particular, several of the Center staff were singled out by name for praise.

In the text, references to "clients" or students should be read as including both present students and alumni, unless specific distinctions are made. The identification of class year is based on number of credits earned: 1 - 45 for Freshmen, 46 - 90 for Sophomores, 91 - 135 for Juniors, 136 - 180 for Seniors, and 181 and above for fifth-year and Graduate students.

Undoubtedly, the constant presence of interviewers at the Center was distracting and troublesome to both clients and staff members during the course of the study. Nevertheless, the respondents were cooperative and interested. Staff members, as well, were patient and helpful. Thanks are due to Ivan L. Settles, Director of the Placement Center, and to his staff for their assistance in planning and carrying out the study.

Results

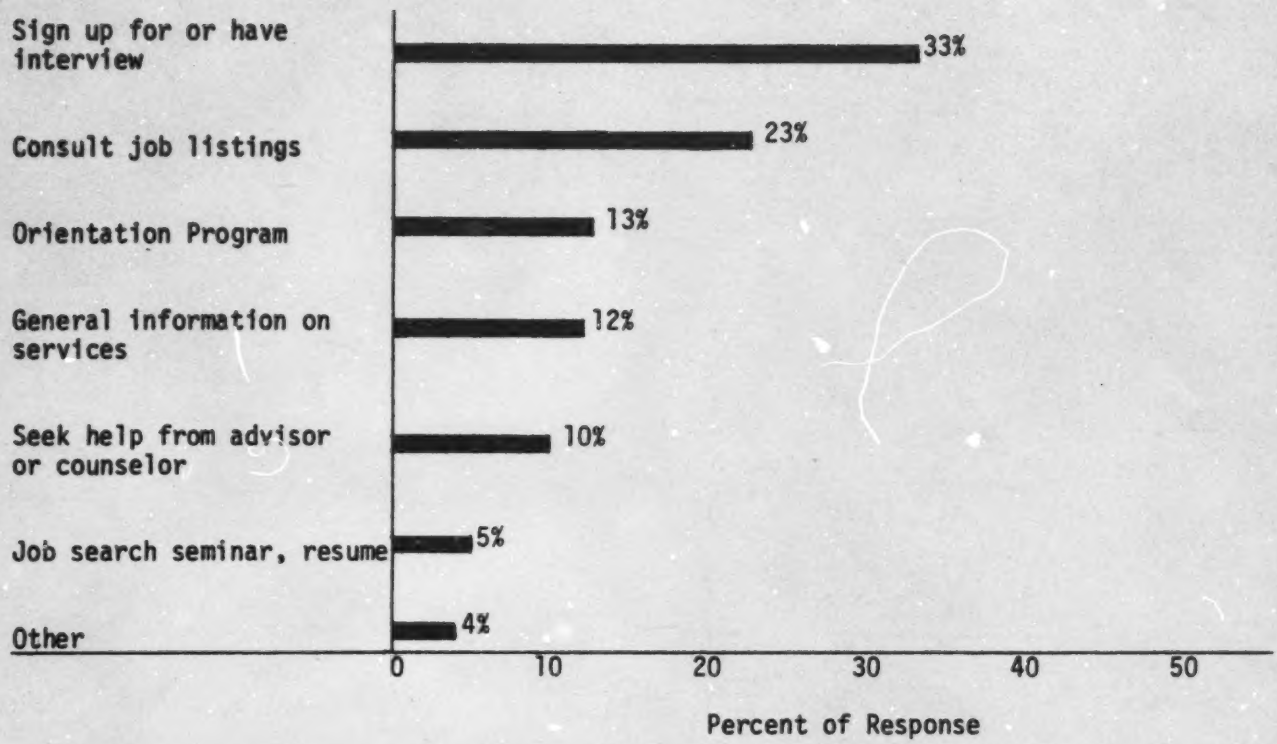
In all questions except those referring to the results of the immediate visit for respondents leaving the Center, the data shown here combine responses for both waves and for all respondents. In the analysis the responses of clients were broken out by college, class, wave, and ethnic identification. For the most part, however, few systematic differences appeared in the examination of data by group. Where such differences are suggested, specific references appear in the tables, figures or text. Information on the demographic characteristics of the sample is shown in Figures 9 and 10.

The services which the Center offers to students and alumni apply to a number of needs. Clients may come to the Center for one or several known purposes, or may, as a considerable group of respondents report, simply wander in to see what is there. It is interesting to note that the two largest groups, those attending to arrange or participate in scheduled interviews with employers, and those checking the job listings, are on opposite ends of a continuum of deliberate job search. Preparing credential files and participating in interviews with employers are more calculated to result in firm job offers than is the casual perusal of posted openings. Stated purposes for coming to the Placement Center are shown in Figure 1.

Freshmen are somewhat more likely to cite looking at the job listings than are juniors or seniors. Given the assumption that upper-division students are interested in permanent career placement, this is to be expected. For reasons perhaps related to characteristics of the current job market, most of those signing up for or participating in interviews were Business Administration or Engineering majors. Minority students are disproportionately found among those clients seeking all services, as shown in Figure 2.

Figure 1 - All Respondents

Purpose in Coming to Center



Clients overall are most likely to report learning about the Placement Center from friends or relatives, sources which, reasonably, become more common with educational experience. For minority students, however, the most frequently cited sources of information are some form of public media, such as posters or the DAILY (37%), or college or department advisors or personnel (20%). First-year students, as well, report receiving more information from advisors than do others. Sources are shown in Figure 3.

Figure 2

Purpose of Visits to the Placement Center

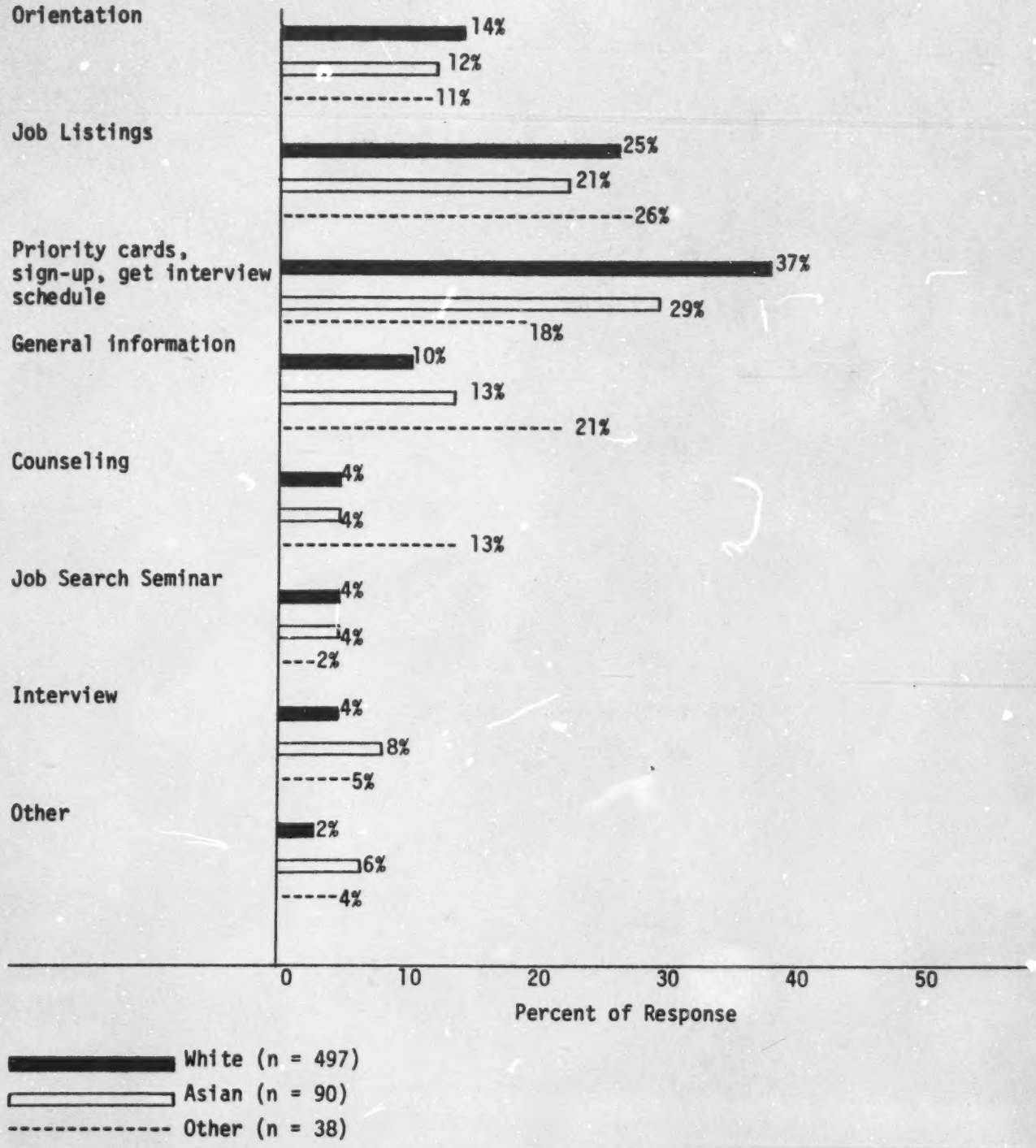
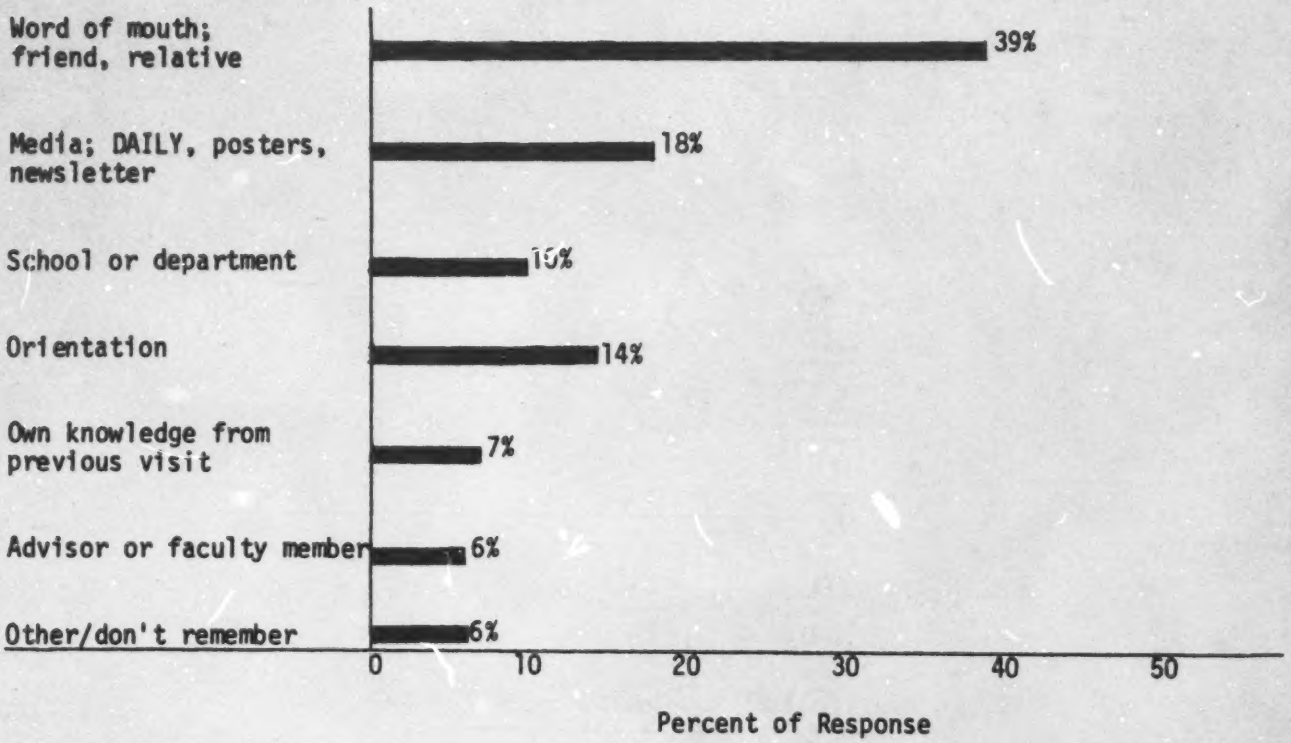


Figure 3

Source of Information About Requested Services

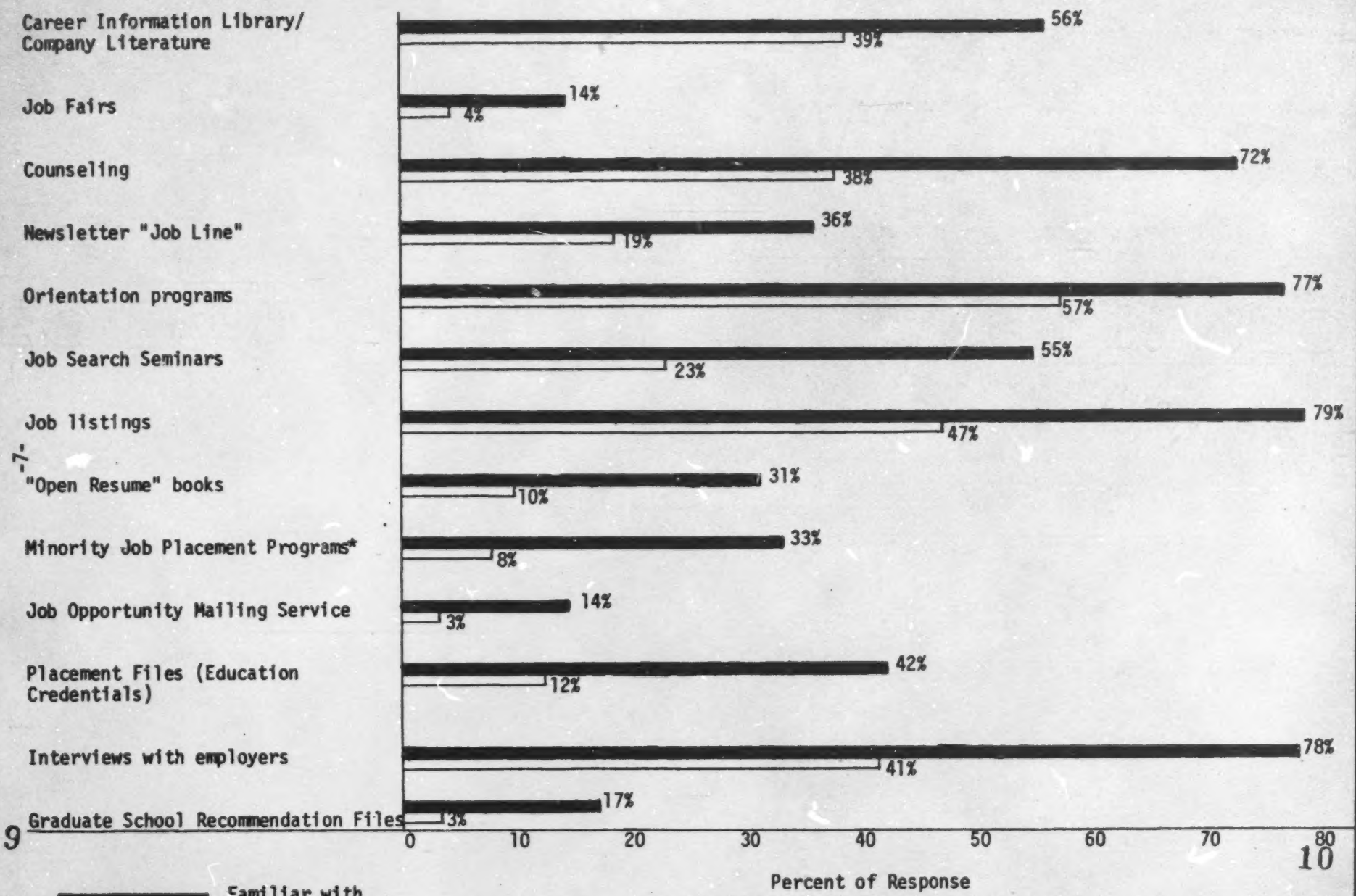


There does not appear to be a consistent relationship between knowledge about, and use of, Placement Center services, although for most of these roughly one-third to one-half of the respondents who are aware of a service report using it. Figure 4 shows these responses.

With the exception of Orientation and Job Fairs, all services show increased familiarity and use with educational experience. Lower-division students, in particular, report knowledge about Job Fairs more frequently

Figure 4

Familiarity With and Use of Services



*All respondents reporting use of Minority Services were minorities. Of those noting familiarity, however, 56% were White.

than do more experienced clients (17% of first-year students vs. less than 10% of upper-class respondents). Sixty-eight percent of Education majors were familiar with the Placement File, and 37% reported using it.

Use of any special services for minority clients, of course, is limited to eligible applicants. Among minority clients, 11 Black, 35 Asian, and 5 other students report use of minority services. There is some suggestion that the reported utilization of all services by Black respondents is disproportionately high. A possible explanation for such discrepancies lies in the concept of "demand characteristics," the tendency on the part of many respondents to provide answers which they think are expected; in this case, to exaggerate their use of services in order to meet the assumed expectations of the interviewer. Alternatively the question may have been misread or misunderstood, or improperly recorded by the interviewer. In Table 1, the starred figures are likely to be unreliable.

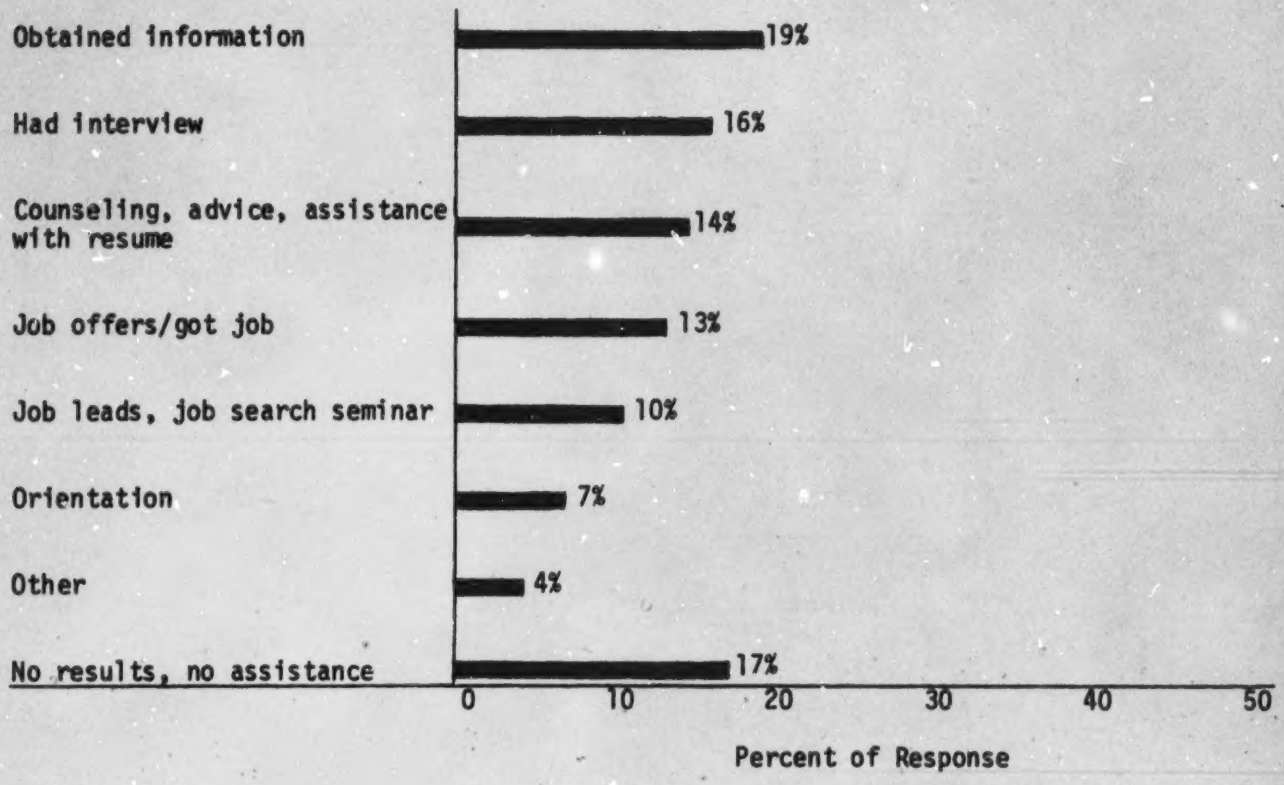
Table 1

	Services Used (Percent Responding)		
Services Used	White	Asian American	Other
Career Information Library	41	37	40
Job Fair	2	3	11*
Counseling	39	35	53
Newsletter	18	18	19
Orientation	60	68	62
Job Search Seminar	21	32	31
Job listings	57	48	46
"Open Resume" books	9	14	25*
Minority Job Placement	1	39	39
Job Opportunity Mail	2	5	20*
Placement File	16	9	11
Interviews	41	47	48
Graduate School Recommendation File	4	2	5

For whatever reason they appeared at the Placement Center, the majority of clients received services there. As Figure 5 shows, only 17% reported no results from their visit. Since some of these students, at least, came for no special purpose, and thus expected no particular result, the provision of service is probably even higher than the figures indicate.

Figure 5

Results of Previous Visits - All Respondents

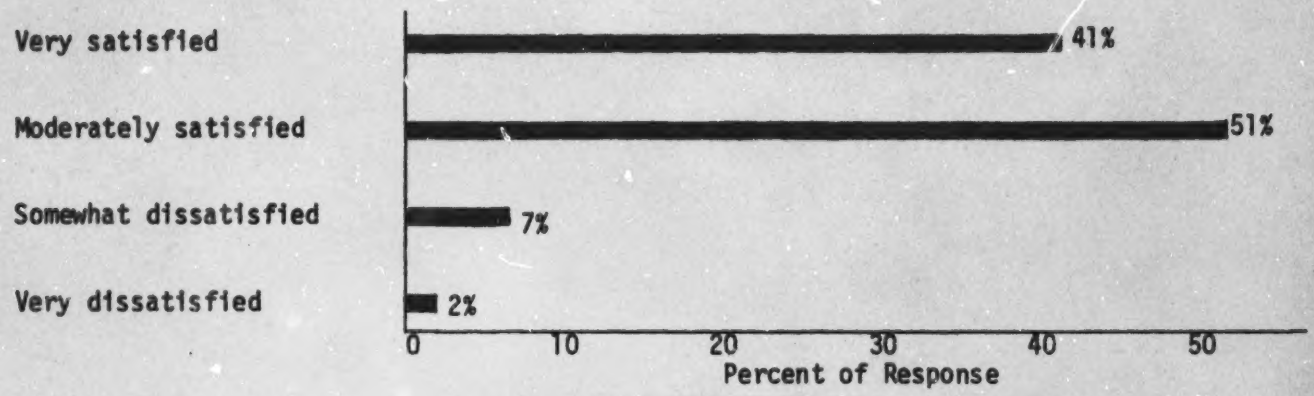


Considering that they came for less specific services, lower-division students were more likely to report that they had not obtained results. Minority clients, perhaps because they are more likely to be in the lower division, also more frequently reported no result or assistance than did Whites.

Evaluation of the Center's activities was strongly favorable, as Figure 6 shows.

Figure 6

General Satisfaction with Placement Center Services

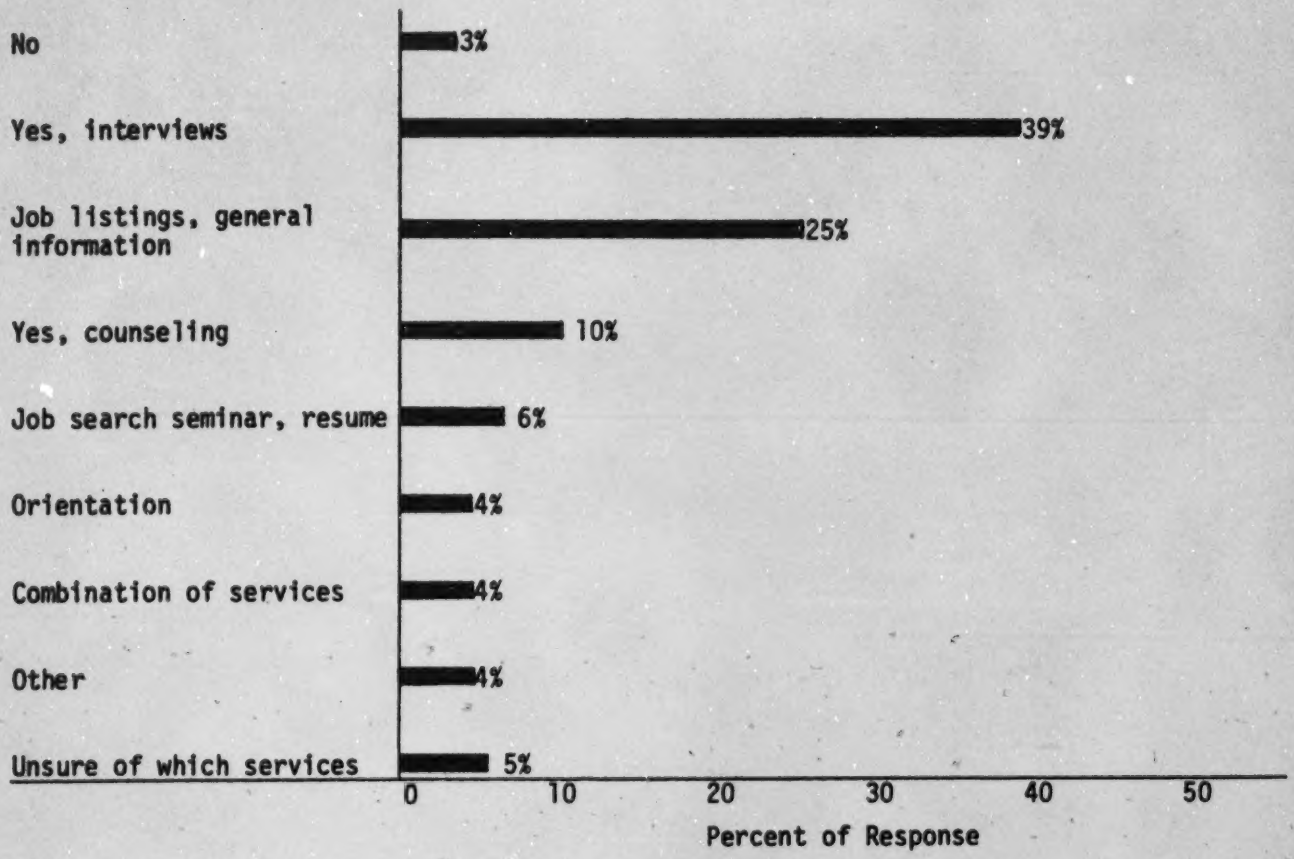


Asian clients tended to be somewhat more moderate in their evaluation, with only 33% Very and 61% Moderately Satisfied. The small number of dissatisfied clients cited few reasons for their negative opinion. For the most part they mentioned insufficient information, or lack of specific direction toward job opportunities. A substantial number reported that they had entered the Center with no expectations.

Ninety-one percent of the respondents found Center staff members competent and helpful. The remaining comments were scattered among references to differences among individuals (3%), or statements that staff was "Not friendly" (2%), "Not knowledgeable" (2%), or "Too busy" (1%). As would be expected from such ratings, the great majority of respondents planned to return to the Placement Center for other services in the future. Their expected uses are shown in Figure 7.

Figure 7

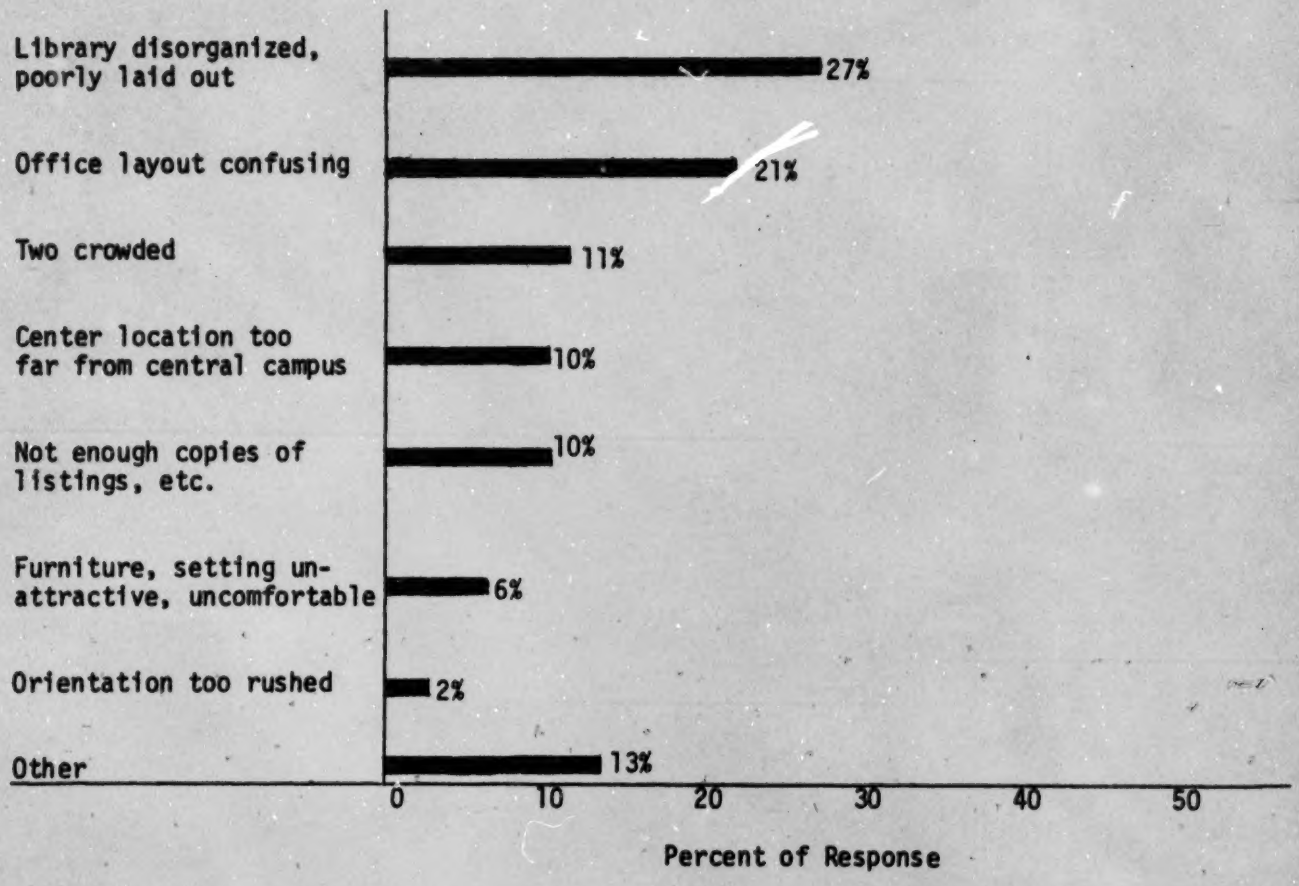
Plans to Return for Services



Approximately one out of three of the respondents, however, had a negative opinion on some aspect of the Center's facilities. These responses are summarized in Figure 8. In addition, a number of verbatim comments in Appendix D spell out specific difficulties. Interestingly, several of these refer to problems related to the clothing which women clients wear to the Center; respondents voice complaints about the texture of floors and stair surfaces which are dangerous to women wearing high heels, and to the chairs which are too low to be used gracefully while wearing skirts.

Figure 8

Reported Inconveniences in Facilities (n = 218)



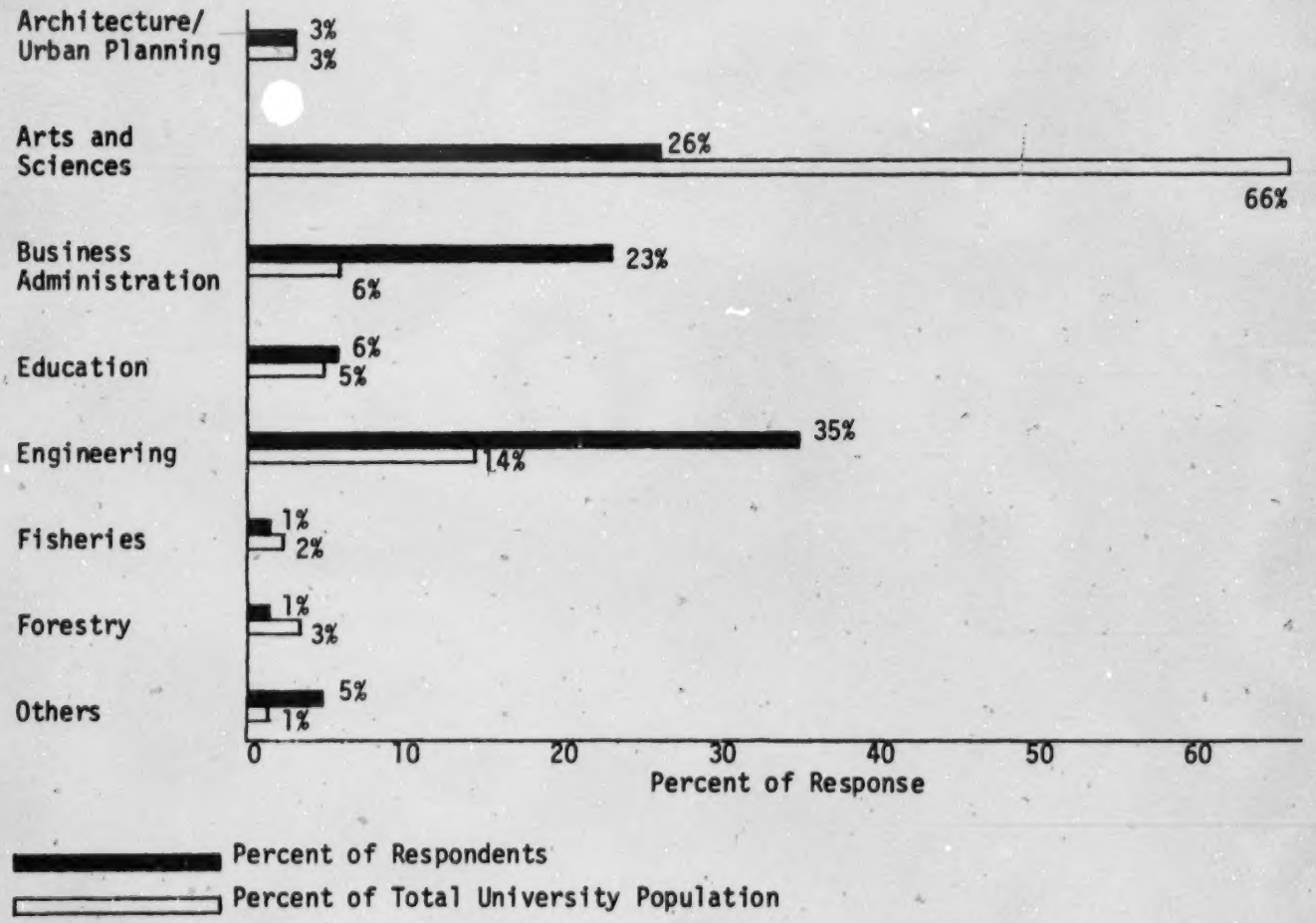
In an effort to investigate job experience in relation to use of Placement Center services, questions were asked on the number of jobs held and the length of time employed. Responses were confounded by quantity; all of the respondents had held at least one previous job, and 60% report at least three. The mean length of time for holding jobs ranged around one year, with a tendency to increased job tenure with educational experience. The types of work done bore no understandable relationship to age, college, class, or ethnicity.

Demographic Characteristics

The distribution of respondents over variables of age, class, sex and discipline was highly discrepant with the University population as a whole. As Figure 9 indicates, Placement Center clients are disproportionately concentrated in Business and Engineering, while Arts and Sciences students are seriously underrepresented.

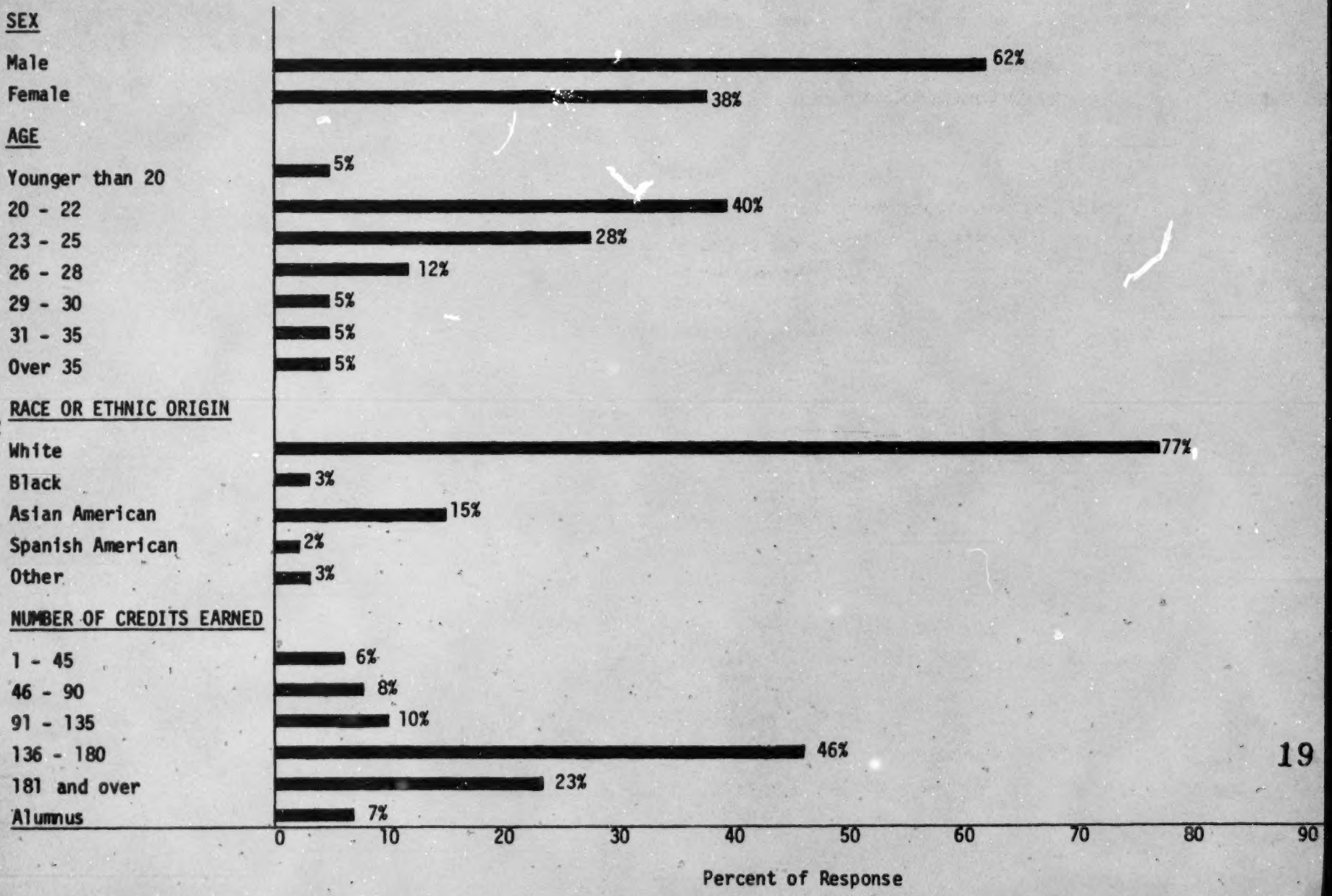
Figure 9

College



On other demographic variables, as well, the client group differed from the University population as given in the UW Quarterly Statistical Report for the period of the study. In contrast to the figures shown in Figure 10, all-University sex ratios during the time of the study were 58% Male/42% Female, while distribution by number of credits was 1-45, 14%; 46-90, 15%; 91-135, 20%; 136-180,

Figure 10
Demographic Characteristics



22%; and 181 and over, 29%. Distribution by ethnic status is not provided on a quarterly basis. The UW Fact Book for 1978, however, indicates that Autumn Quarter, 1977, showed the student body to be 88% White, 7% Asian, and 5% Black, American Indian, Hispanic and Other.

Discussion

Utilization of the services of the Placement Center is a voluntary act for most students. Their choice of the Center depends on their knowledge about its services, their expectations of assistance, and their experience. For these reasons it cannot be assumed that Placement Center clients are representative of students in general; indeed, as this study demonstrates, they form a group which differs strikingly from the University population. Their opinions, thus, can be used only to evaluate the services and facilities with which they have personal familiarity. On this basis the Placement Center ranks well. Clients know about and use many services, they rate them favorably on the whole, and they anticipate returning for further assistance. While there are some reports of specific dissatisfactions and inadequacies, these are not generally voiced. Those students and alumni who use the Center think well of it. Since each potential client's perception of need is an individual decision, however, it is not possible to determine whether the Center's services are in fact used to an optimum extent. Underutilization of specific function may be more apparent than real.

A broader question, however, is suggested by the discrepancies between the characteristics of the client group and the University population. Large segments of the community apparently do not know about or do not use the Placement Center, either because they have no need for career or job assistance, or because they do not expect to find help there. The latter is a more likely surmise, and raises an issue of coverage. Given that the Placement Center serves its clients well, what are its responsibilities to those who are not yet or are no longer clients? As with any voluntary

program, a balance must be drawn between attracting those who would participate if they were reached, and wasting resources on efforts to lure those whose interests lie elsewhere, or whose needs are not within the province of the agency. Many of the problems and inadequacies cited by respondents are functions of modern society and the current economic situation. Other complaints derive from physical and operational characteristics of the Placement Center, and are amenable to solution. There is no question that inconveniences identified by such studies as this survey could be usefully corrected. Beyond these immediate and practical responses to client opinion, however, plans for future enhancement of the Placement Center's operations must address more basic issues of determination and preparation, for students and alumni seeking long-term career placement.

Interviewer _____ ENTERING Appendix A # _____

Educational Assessment Center

UW PLACEMENT CENTER CLIENT OPINION SURVEY (EAC)

We are conducting a survey of randomly selected clients' opinions on the services of the Placement Center. I would like to ask you a few questions about your use of the services. Your participation is voluntary, and your comments will be held in confidence.

1. What is your purpose in coming to the Placement Center today?

_____

2. How did you find out about the services you are requesting ?

_____

3. Please look at this list of services and activities offered by the Placement Center. Which are you familiar with?

	3. Familiar with	4. Used
a. Career Information Library/Company Literature	_____	_____
b. Job Fairs	_____	_____
c. Counseling	_____	_____
d. Newsletter "Job Line"	_____	_____
e. Orientation Programs	_____	_____
f. Job-search Seminars	_____	_____
g. Job listings	_____	_____
h. "Open Resume" Books	_____	_____
i. Minority Job Placement Program	_____	_____
j. Job Opportunity Mailing Service	_____	_____
k. Placement Files (Education Credentials)	_____	_____
l. Interviews with Employers	_____	_____
m. Graduate School Recommendation Files	_____	_____

4. Which of these services have you used? *(Enter above in Col. 4. If None, skip to Q. 10.)*

5. Have you used any (Which have you used) of the special services for Minority Students?

_____ Yes → Which? _____

_____ No

6. *(If any services used previously)* What were the results of your previous visits?

_____

_____

7. In general, how satisfied are you with the services you have received from the Placement Center? Are you

_____ Very satisfied
_____ Moderately satisfied
} *(Skip to Q. 9.)*

_____ Somewhat dissatisfied
_____ Very dissatisfied
} *(Ask Q.8.)*

8. In what ways did your previous experience with the Placement Center fail to meet your expectations?

_____

_____

9. In general, have the staff members you dealt with here seemed competent and helpful?

_____ Yes _____ No → What difficulties have you had? _____

_____

10. Do you plan to come back for other services?

_____ Yes → Which? _____

_____ No

11. Do you find any of the Placement Center's physical facilities inconvenient or hard to use?

_____ Yes → Which? _____

_____ No

12. What types of jobs have you held since you were 16?

13. *(For each)* About how many years?

_____ _____

_____ _____

_____ _____

_____ _____

14. What is your age? _____ *(Interviewer, check* _____ *Male* _____ *Female)*

15. What race or ethnic group do you consider yourself a member of? _____

16. What is your College and Department? _____

17. How many Credits have you earned to date? _____ *(Check if Alumnus* _____ *)*

18. When do you expect to (did you) graduate from the UW? _____

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

Interviewer _____ LEAVING Appendix B _____

Educational Assessment Center

UW PLACEMENT CENTER CLIENT OPINION SURVEY (EAC-593)

We are conducting a survey of randomly selected clients' opinions on the services of the Placement Center. I would like to ask you a few questions about your use of the services. Your participation is voluntary, and your comments will be held in confidence.

1. Which of the Center's services did you come to use today?

_____

2. What is the result of your visit?

_____

3. Please look at this list of services and activities offered by the Placement Center. Which are you familiar with?

	3. Familiar with	4a. Used
a. Career Information Library/Company Literature	____	____
b. Job Fairs	____	____
c. Counseling	____	____
d. Newsletter "Job Line"	____	____
e. Orientation Programs	____	____
f. Job-search Seminars	____	____
g. Job listings	____	____
h. "Open Resume" Books	____	____
i. Minority Job Placement Program	____	____
j. Job Opportunity Mailing Service	____	____
k. Placement File (Education Credentials)	____	____
l. Interviews with Employers	____	____
m. Graduate School Recommendation Files	____	____

4a. Which of these services have you used, either today or in the past? *(Enter above in Col.4*

4b. How did you find out about the services you have heard of or used?

_____

5. Have you used any (Which have you used) of the special services for Minority Students?

____ Yes → Which? _____

____ No

6. *(If any services used previously)* What were the results of your previous visits?

_____

_____

7. In general, how satisfied are you with the services you have received from the Placement Center? Are you

_____ Very satisfied
_____ Moderately satisfied
} *(Skip to Q. 9.)*

_____ Somewhat dissatisfied
_____ Very dissatisfied
} *(Ask Q.8.)*

8. In what ways did your previous experience with the Placement Center fail to meet your expectations?

_____

_____

9. In general, have the staff members you dealt with here seemed competent and helpful?

_____ Yes _____ No → What difficulties have you had? _____

_____

10. Do you plan to come back for other services?

_____ Yes → Which? _____

_____ No

11. Do you find any of the Placement Center's physical facilities inconvenient or hard to use?

_____ Yes → Which? _____

_____ No

12. What types of jobs have you held since you were 16?

_____

_____

_____

_____

13. *(For each)* About how many years?

_____

_____

_____

_____

14. What is your age? _____ *(Interviewer, check* _____ *Male* _____ *Female)*

15. What race or ethnic group do you consider yourself a member of? _____

16. What is your College and Department? _____

17. How many Credits have you earned to date? _____ *(Check if Alumnus* _____ *)*

18. When do you expect to (did you) graduate from the UW? _____

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

APPENDIX C

Office of Student Affairs Opinion Survey - Winter, 1978

UW Placement Center Clients - EAC - 593

Information for Interviewers

Background

This study continues the Office of Student Affairs Quarterly Opinion Surveys, with an evaluation of the services offered by the Placement Center. Clients of the Center will be interviewed as they enter or leave the Center, to obtain information on the services sought and satisfaction with the Center's operations. The interviews will take place at the Placement Center in Loew Hall, or in other UW locations where the Center's activities occur. The interviews will be conducted at the begining of the Quarter, and again at other times when the client load is heavy for the various services.

Sample

A random sample of clients will be approximated, by selecting students and alumni to participate according to some impartial criteria. The interviewer should determine before she starts work what selection procedures she will use, and then follow them strictly in selecting her respondents. For example, she may decide to take every nth person to enter the doorway, or each student who stands on a certain spot on the floor, or the first five persons each hour to leave the Center. Whatever criteria are chosen, they must not include any personal characteristic of the client, such as race, sex, or style of clothing. In particular, the interviewer should not choose to interview someone who volunteers for the survey, unless that person meets the pre-established criteria. Equal numbers entering and leaving should be interviewed, insofar as this is possible.

Procedures

Approach your selected respondent, and explain that you are a staff member of the EAC, conducting an evaluation survey of Placement Center operations for the Office of Student Affairs. Assure him/her that the answers will be held in confidence, and used for no other purpose than to evaluate and improve Placement Center operations. Whether or not the client has used the Center before, his/her opinions are valuable. Emphasize that the results of the survey will benefit all present and future clients.

Conduct the interview in as much privacy as can be managed. Assure the respondent that participation is voluntary, and that he/she may omit any questions, or stop the interview at any time, without any effect on the services he/she will receive. Some clients may say that they are in too much of a hurry to participate. To minimize this, try to interview clients who have to wait anyway, if you can. Otherwise, you may point out that client opinion is essential to improving services, and that the interview will take only a few minutes.

Schedules

Plan to arrive at the Center a few minutes before your scheduled interview period, to provide a smooth transition. Pick up your supplies at the EAC Office in advance, and return them there as soon as possible after the interviews are conducted. If you have any difficulties, call 3-1170 for assistance.

If for any reason you cannot work your scheduled shift, notify the Office immediately.

Question-by-question Review - Entering Clients (Buff Questionnaire)

Read the Introduction, and answer any questions the respondent might have. If more information about the survey is requested, refer the client to EAC.

1. Enter the responses verbatim, and probe for specific purposes.

2. Probe for specific sources, such as "UW Catalog", "Academic Advisor", "Daily", etc.

3. Hand R the card, and check those services which he/she cites as familiar in Col. 3. Note skip.

4. Ask about services used, and enter in Col. 4. Retrieve card.

5. Word question appropriately. If R has used Minority services, probe for which.

6. Probe for specific results, and note to which services each comment applies.

7. Read answer categories, and record answer. Note skip.

8. Probe for specific detail of inadequacies.

9. If "No", probe for specific detail.

10. If "Yes", note specific services which R expects to seek. Obtain information on when R will return for these services.

11. If "Yes", obtain information both on which facilities are inconvenient, and what the inconveniences are (e.g. "Counter too high for wheelchair", "Cannot read signs", etc.)

12. Ask for type of job, e.g. "Waitress", "Salesperson", rather then name of company or service. Record both full-time and part-time, temporary jobs.

13. Total number of years in all during which work was done. Record fractions of years.

14. Age at last birthday.

15. Record verbatim answer.

16.

17. As of end of Autumn Quarter, 1977.

18. Word appropriately for student or alumnus.

Leaving Clients - White Questionnaire

Read Introduction, and answer questions.

1. Probe for specific services.

2. Probe for specific details of results.

3. Ask the same as this question in the Entering Questionnaire.

4a. Ask for services used both on this day and at any time previously.

4b. Probe for specific sources.

Questions 5 through 18 are the same in the Entering and Leaving Questionnaire.

APPENDIX D

Selected Verbatim Comments

Question 6: What were the results of your previous visits?

Easiest way to contact major industries--(have) gotten favorable response--feel it will lead to something.
Got resume corrected--got good advice.
Learned how to go about getting an interview and what to do in an interview, and writing a resume.
Got one interview that lasted six hours.
Most of the time I got the information I was looking for, except when the binders are missing.
I didn't get a job. I'm less than satisfied with the whole thing. It's a lot of people trying for very few jobs and the placement service is of limited value.
Learned how to take interviews, etc.
Counselor very good, knowledgeable. Placement File going well--have sent requested letters.
Had employers call after looking at Placement File--change to talk to employers.
Had help putting together a resume--[counselor] has been very helpful.
Mostly came for experience in interviewing.
Found job through here but it took too long.
I needed more guidance earlier in career as student. Geared too much to engineers, computer science; limited results to liberal arts majors.
Got a lot of help from [counselor]--information on resume, how to approach an employer, interview preparation.
My confidence went up--knowledge of what I'm up against in the job market.
Got one job teaching in a village in Alaska--turned down two jobs.
Checked out job market--decided this Center is overwhelmed with students--it's too big, too busy.
Had mostly counseling sessions which were emotionally supportive.
Obtained information on services through orientation; found one job through job listings and applied.
Orientation (was) awful--more for engineers, had encouragement from counselors, help with resume.
Counseling helped; resume writing and some aspects of interviewing.
Specific suggestions on resume, felt it was profitable.
A summer job, help with resume, had help on interview techniques.
Help (with) writing resume, Job-Search Seminar helped the most--gave tips about what to do in interview.
People very good at desk, orientation helped me to know what's going on here, how the Center works.
Learning how to look for job, getting interviews.
Got resume redone (got help on resume writing).
Slow--when I went to establish my placement file the directions were unclear, so I had to do part of it over.
The interviews turned out all right; it's informative reading up on the literature.
[Counselor] was very helpful.

Question 8: In what ways did your previous experience with the Placement Center fail to meet your expectations?

No previous experience, expected to talk to someone about specific jobs, had to sign up and wait for orientation.
Thought there would be a matching process, informing you of appropriate jobs. All own efforts of searching.
Frustrated with pat on back, needed more assistance in preparing for looking for work, need assertiveness training to prepare better for interviews.
Been two times to ask questions--must go to orientation to get answers and orientation is at inconvenient times.
Have to pay to register after graduate--hit at the hardest point.
(I) think I need to sign up for orientation--it should be more obvious when you come in the door and what the standard student needs.
The Placement Center has no current information. For example, there is no reason why the Center should not have a catalog of internships listed when there are so many positions available.
More information should be posted on how to begin using the Center, i.e., the orientation program was hard to get started in using the Center--no one told me how to use the Center.
They always give wrong information--went to job interview for engineers, not business majors. Sometimes they don't have all the information.
First orientation was confusing, had to go through another which was better. Counseling session constantly interrupted.
Other years, things weren't as organized. More crowds and harder to sign up for things. This year is better.
Inability to gain access to interviews, didn't understand specifics about priority cards.
Counselor is good--but seems geared more for engineering. In other fields, need more people to help search and more attention in group sessions and training sessions.
Sometimes [counselor] isn't here and probably should have been.
A lot of brochures are not supplied in large enough quantities, didn't have them for my interviews.
Difficult to get on sign-up sheet for interviews--have classes when sheets go out. Should do it in early morning or afternoon.
General system for signing up on open interviews--hassle to be here at exactly 12:30--have class at 12:30.
Had several interviews cancelled, wasn't contacted about it, then found out through word of mouth it was reinstated, should keep reader-board more up-to-date.
Center is bogged down in bureaucratic forms and procedures. Members of the staff are disinterested and unresponsive to the needs of students. MBA's should have a separate facility for interviews. [Counselor] is representative but you can't ever see her.

Question 9: In general, have the staff members you dealt with here seemed competent and helpful?

Wouldn't talk to me until I'd been to orientation--made you wait unnecessarily.
Ladies at desk are nice. Counselor was not helpful--seems to me a counselor should be able to give me additional advice, even if she couldn't help me in my field.
Secretaries are not eager to help you--everyone else is great.
Front desk gave wrong information--very dissatisfied with front desk. But once I got past the desk to the counselors, counseling was very good.
Not being treated like a human being--brushed off.
One counselor was despondent--wasn't very comfortable, wasn't personable.
Flack from receptionist, wasn't helpful, didn't always explain necessary information.
My counselor was excellent but the other staff members seemed rude--buck-passing.

Question 11: Do you find any of the Placement Center's physical facilities inconvenient or hard to use?

Files (employers)--all wrinkled and not alphabetized.
Location of building inconvenient.
Need more places to sit when looking at folders on counter.
Chairs too soft--near interview rooms.
Wish there was a copy machine available to copy company information.
Just their bloody chairs.
Literature in books isn't up-to-date; boards do not give dates the bulletin was posted. Overwhelmed by organization of bulletin boards--also short of chair space for the interview area.
Organize the catalogs into field or function: Geology, Accounting, etc.
I think they should have a system organized--do this step, then proceed to this one. I hope they can assume everyone who walks in the door is a dummy.
Low chairs in the waiting area--awkward for women wearing dresses.
Orientation should have printed information to hand out. It is too hard to take notes during it. I had to go through orientation twice.
I'm student teaching and I'd like to see more evening hours (inconvenient hours).
You're less likely to drop in here--it's on the third floor of an obscure building.
Too small, crowded, only one counter copy, use different ink to revise pink copy. Difficult to see revisions.
Tiny rooms on job interviews; could hear other interviews going on, but this happened only once.
Layout confusing.
Too crowded in Fall, especially by the chairs.
More chairs in literature section.
Job listings misspelled.
Hard to get company literature morning of interview.
Too many stairs--too far.
Chairs uncomfortable, pamphlets should be better organized.
Steps are slippery for high heels.
More space!

Question 11 (continued)

Not enough seating in entire Center.
Could have some coffee.
Counter copy is mixed up--if they'd be alphabetical or by date of interview, it would be better.
Uncomfortable, not relaxing to sit and talk, harsh surfaces.
Location inconvenient--long walk.
Pamphlets and binders about civil service, military, and company literature hard to get access to--shelves placed inconveniently.
Not satisfied with information available about companies--some of the literature is ten years old.
Job listing books are occasionally removed (possibly for updating, but who knows?).
They should get a new typewriter.